

ROLE OF TEACHERS IN INCLUSIVE EDUCATION

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Abstract:

In this paper we have tried to analyze the importance of inclusive education in today's world and the role of teachers in this method of teaching. There are many factors that affect and regulate the development of inclusive education in India. The major obstacle which slows down the growth of Inclusive education is the limited understanding of the concept disability, negative attitudes towards persons with disabilities and a resistance towards any change.

KEYWORDS:

Teacher, Inclusive education.

INTRODUCTION

Inclusion in education is an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs. Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

DEFINITION OF INCLUSIVE EDUCATION:

It is a process in which the school systems have to plan strategies and adopt policies which can include diverse range to children and their families. Inclusive Education implicitly means to identify a child's learning style and adapt the classroom and teaching strategies to ensure high quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

CLASSIFICATION OF INCLUSIVE EDUCATION

Inclusion has two sub-types: the first is called regular inclusion or partial inclusion, and the other is full inclusion.

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REGULAR / PARTIAL INCLUSION:

"Inclusive practice" is not always inclusive but is a form of integration. Students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class and students are pulled out of the regular classroom for these services. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work. This approach can be very similar to many mainstreaming practices, and may differ in little more than the educational ideals behind it.

FULL INCLUSION:

In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes. Special education is considered a service, not a place and those services are integrated into the daily routines and classroom structure, environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs.

ROLE OF TEACHERS IN INCLUSIVE EDUCATION:

Regular schools often fail to accommodate the education needs of many students, mainly individuals with disability. This is the main reason for the pupils with disabilities not attending regular schools. The role of teachers in meeting the special needs of children with disabilities vary from one disability to other.

However there are certain common roles which the teacher has to generally play are listed below.

Teachers have to identification of the children with disabilities in the classroom and accept them with disabilities. Teachers can refer the identified student to the experts for further examination and treatment. They should develop positive attitude between normal children and disabled children.

Teachers need to place the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.

Teachers and the institution should remove architectural barriers wherever possible so that children with disabilities move independently. Teachers should involve the children with disabilities in almost all the activities of the classroom.

Teachers should making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability. They should prepare the teaching aids/adaptation of teaching aids which will help the children with disabilities learn.

Teachers should carryout parental guidance and counseling and public awareness programme through school activities. They should acquire competencies which are essential in meeting the needs of the children with disabilities.

Collaborating with medical and physiological personnel social workers, parents and special teachers will help better learning of the student. Teachers should provide scope for cooperative learning among disabled and normal children.

Teachers should adapt new techniques in evaluation for children with special needs.

Nurturing the talent among children with disabilities and providing remedial instruction to the children who require it.

The teachers can perform the above roles only when essential competencies are developed among them. This calls for intensive training of the teachers with adequate practical component.

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CHALLENGES IN INCLUSIVE EDUCATION:

The main challenge of the inclusive education is to meet the special needs of all children with and without disabilities. There is a very big attitudinal and social barrier.

Evaluation of studies indicates that the teachers do not have the support they need to make inclusive education successful. Lack of training programs to teachers to handle these disabled students, lack of material and facilities is a major challenge to implement effective inclusive education. Also, attitudes of teachers remain an ultimate challenge.

In order to make inclusive education successful, the above mentioned challenges should be overcome.

CONCLUSION:

This paper reviewed the concept and importance of inclusive education. There is a need for the development of positive attitude towards the successful implementation of inclusive education. The review brings about the need to the availability of training, adapted curriculum, resources and utmost responsibility of the teachers for the implementation of inclusive education.

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